

CALIFORNIA STATE BOARD OF EDUCATION

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For Immediate Release
April 9, 2003

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STATE BOARD OF EDUCATION APPROVES UPDATED NCLB PLAN

SACRAMENTO – The State Board of Education today advanced the state’s ongoing efforts to implement the federal No Child Left Behind Act (NCLB) by giving approval to California’s NCLB plan that must be submitted to the U.S. Department of Education by May 1, 2003.

The NCLB plan, technically known as “California’s Consolidated State Application for NCLB,” contains additional key elements that were approved today by the State Board and it updates the state’s preliminary funding application approved last year.

“Today marks a milestone on the road to full implementation of the NCLB,” State Board President Reed Hastings said in a statement. “I commend the staff of both the State Board and the California Department of Education for all the hard, good work that has been done to ensure California’s students fully benefit from NCLB.”

California, with its program of high academic content standards and a standards-aligned testing and school accountability system, is well-positioned to meet the requirements of NCLB. In 2002-03, California has received nearly \$2 billion under the federal law.

In an effort to make information about the state’s NCLB efforts more accessible, the State Board and CDE today posted a new California NCLB homepage, which organizes all information related to state implementation of the federal law onto one location on the Internet. The new California NCLB homepage can be found at www.cde.ca.gov/pr/nclb.

CDE officials detailed the items that will be included in California’s May 1st NCLB submission. In some instances, the State Board acted on the items earlier this year but all will be included in the May 1st submission as required by USDE. The elements are as follows:

- State targets for achieving proficiency in reading and math for high schools (the State Board adopted proficiency targets for grades 2-8 in January);
- Baseline data for schools to make Adequate Yearly Progress or AYP in the percent of students achieving proficiency in reading and math;
- Evidence of adopting academic content standards/grade-level expectations in math and reading (the State Board adopted content standards in math and reading in 1997);
- A timeline for adopting academic content standards/grade level expectations in science (the State Board adopted content standards in science in 1998);

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- A detailed timeline for developing and implementing required assessments in science;
- A detailed timeline for setting academic achievement standards in science;

Two other key elements of NCLB -- establishment of annual goals for ensuring all teachers are “highly qualified” by 2005-06, and the establishment of annual goals for the percent of English learners expected to attain proficiency in English each year -- are not due until September 1, 2003. Work on those two issues will continue in the coming weeks.

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